



Good Relations



Purpose: This is an essential part of the programme to aid relationship development and trust between both the facilitators and young people, and between the participants themselves.

Participant learning objectives:

1. Be aware of programme expectations
2. Learn more about themselves and others

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CONTENT	METHODS/ RESOURCES <i>Slides 1-13 can assist with this session.</i>	APPROX. TIME
Short introduction to programme	Go through slides 1-5 at a pace that is suitable for the group. Provide each participant with their work booklet. Inform participants that this is how they will showcase/ evidence their learning. Emphasize that a variety of evidence tools can be used (See Assessment Plan i.e., photos, videos, drawings etc.	10 minutes
Name Game	Ask participants to bring their chairs into a circle. Ask them to tell the group their name and one or two interesting fact(s) about their name i.e., do they know why they are called this, do they know what it means, do they know what language it comes from. Debrief: In NI names can sometimes tell us a lot about a person – where they are from, what nationality they are etc. Tip: Leader goes first to open the conversation/ make participants feel at ease.	5-20 minutes depending on group size
Find Your Partner	Resources: Sticky Labels X number of participants Markers This activity is a good icebreaker and works well with a larger group (at least 14) to get them mixing and talking with one another.	15 minutes

	<p>Ask participants to line up facing a wall. Inform them that you are going to place a sticky label on their back. The sticky label has the name of one half of a famous couple. Once everyone has a label, they must walk around the room and ask questions to find the other half of their couple. Once they have found their other half, they must stand beside them. Once everyone is in a couple, ask them to tell the rest of the group who they are.</p> <p>Participants must not tell one another the name written on their back.</p> <p>Use examples relative to the age of the group. You can use famous couples from movies, books, reality programmes, celebrity couples, comedy acts etc. Some well-known examples include:</p> <p>Beyonce and Jay-Z Homer and Marge Romeo and Juliet Ant and Dec Tom and Jerry William and Kate Meghan and Harry Jack and Jill Adam and Eve</p>  <p>Debrief: Was this exercise hard/ easy? Do you know much about your famous couple? Who is the most famous couple in Northern Ireland?</p>	
<p>Human Bingo</p>	<p>Resources: Human Bingo Sheets Pens</p> <p>This activity is a good icebreaker and works well with a larger group (at least 20) to get them mixing and talking with one another.</p> <p>Tell participants that they must chat to one another and get to know one another. Tell each participant to go around the group and ask other people to check off one box that applies to them. Names or signatures on multiple boxes won't count.</p> <p>If your group is smaller, you can make the rules more lenient i.e., more than one name allowed, one line wins etc. First person to have all necessary boxes signed wins!</p> <p>Tip: Edit the bingo sheets to suit the group's specific location/ interests. Have a small prize available for the winner.</p> <p>Debrief: How did you find this activity? What interesting facts came from the group exercise?</p>	<p>10 minutes</p>
<p>Contract</p>	<p>Resources: Flip chart Markers Blu Tac/ Flip chart stand</p> <p>This activity involves working with the group to agree a set of guidelines, a contract or an agreement about hopes, fears, and expectations, and can be a good way to explore important themes, establish a safe environment and way of being together that allows everyone to be clear and feel safe.</p>	<p>20 minutes</p>

	<p>Gather ideas from the group around ground rules/ ways of being together that will enable everyone to participate, learn and enjoy the experience. As facilitator, write all ideas on flip chart for all to see. Check for shared understanding and agreement from all group members throughout the process. Ensure the contract is on display throughout the duration of the programme and re-visit as necessary.</p> <p>Examples of things to think about: Child Protection Confidentiality Mobile phone usage Session times Language Respect for people, places and things Conflict Non-negotiable rules e.g., drugs/ alcohol</p> <p>Remember to make it appropriate to the age and needs of the group.</p>	
<p>Hopes and fears for the programme</p>	<p>Resources: Post-it notes (2 colours) Pens 2 X flip chart paper. One labelled ‘Hopes’ and one labelled ‘Fears’.</p> <p>Bring participants into a full circle. Provide participants with a post-it note of each colour. Ask participants to write hopes for the programme on one colour and fears on the other. They can write more than one hope/ fear. Stick the flip chart papers on the wall. Once everyone has completed the activity, ask them to stick their notes on the appropriate flip chart. Go through them as a group, taking note of any common themes. Participants can remain anonymous if they wish.</p> <p>Facilitator should explore how hopes can be achieved and mitigations in place to reduce fears. Tip: Leader provides examples of their own hopes and fears first.</p>	<p>20 minutes</p>
<p>Baseline Assessment</p>	<p>Resources: Baselines assessment – Beginning of programme</p> <p>Inform participants of the purpose of a baseline assessment; to help understand participant’s needs, to help measure their potential and to help measure progress they have made throughout the programme. Explain that a second assessment will be conducted at the end of the programme which will allow the worker to compare knowledge and understanding before and after.</p> <p>Baselines should be completed independently however clarify any questions/ queries with individuals as they arise.</p>	<p>20 minutes</p>



Alphabet Game	<p>Resources: Laminated Alphabet letters A-Z (not provided in appendices) List of questions Adequate floor space – large room/ hall</p> <p>Explain that each participant will go and stand by the letter, which starts the word that answers the question asked. Read out a question from the list and wait for the participants to vote with their feet. Get feedback from the group ensuring a colleague records the answers.</p> <p>Tip: Try to encourage some questions that will begin to bring out some of the diversity within the group and that will encourage reflection and learning from each other.</p>	20-30 minutes
Sweet Introductions	<p>Resources: Bags of Skittles (enough for each participant to take 5) Colour codes</p> <p>This game is useful for participants to get to know facts about one another. If you have a larger group split into groups of approx. 10 people.</p> <p>Ask participants to take between 1-5 sweets out of the bag. Tell them not to eat them just yet. Once all participants have between 1-5 sweets show them the colour codes which illustrates which each colour means. Each participant, in turn, tells the group their name and one fact for each sweet type that they have. Once the activity is complete, participants can eat their sweets.</p> <p>Tip: The leader goes first to open the conversation.</p>	10-15 minutes
Check-Out/ Evaluation	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	10 minutes



Human Bingo

HAS MET A FAMOUS PERSON	DOESN'T HAVE A MIDDLE NAME	WASN'T BORN IN BELFAST	IS THE OLDEST IN THEIR FAMILY
CAN'T SWIM	HAS A PET FISH	HAS TWO OR MORE SISTERS	HAS MORE THAN SEVEN LETTERS IN THEIR NAME
PLAYS A MUSICAL INSTRUMENT	HAS GONE TO A CONCERT IN THE PAST YEAR	CAN TOUCH THEIR TOES	HAS BEEN ON A PLANE IN THE LAST TWO MONTHS
IS WEARING RED	HAS EATEN CHINESE FOR BREAKFAST	IS LEFT-HANDED	HAS WALKED IN THEIR SLEEP
HAS GREEN EYES	PLAYS ON A SPORTS TEAM	WAS BORN IN AUGUST	WEARS GLASSES



ED INDEPENDENTLY AT THE BEGINNING OF THE PROGRAMME

PARTICIPANT BASELINE – START

Please circle your answer.

Do you understand the purpose of the programme you are participating in?

Yes

No

How important do you think it is to have a strong sense of identity:

Not important

Very important

1

2

3

4

5

How positive do you feel towards people of a different religious background?

Very negative

Neutral

Very positive

1

2

3

4

5

How positive do you feel towards people of a different ethnic background?

Very negative

Neutral

Very positive

1

2

3

4

5

How do you rate your overall knowledge on the topic of good relations in Northern Ireland?

No knowledge

Some knowledge

Very knowledgeable

1

2

3

4

5

How positive are you about the future of relations in NI:

Not optimistic

Very optimistic

1

2

3

4

5

Learner name:

Club:



Alphabet Game Questions

What is your favourite food?

What is your favourite song? (Sing it!)

Where is your favourite place?

Who is your favourite person?

What's the best book you've ever read?

What's the best film you ever watched?

What's the best concert/ sports match/ event you've ever been to?

Where would your ideal holiday destination be?

What school did/ do you go to and what is your favourite thing about school?

What is your favourite thing about your community or where you live?

Who do you admire or look up to – a 'hero' or role model – why?

What's the best thing about NI?

What's the worst thing about NI?

What is culture? (How would you know if you were blindfolded and dropped into a foreign country? Think about smells, weather, music, food, dance, language, architecture, fashion)

What is the cultural heritage here in NI?

What cultural practice is most important to Unionists?

What cultural practice is most important to Nationalists?

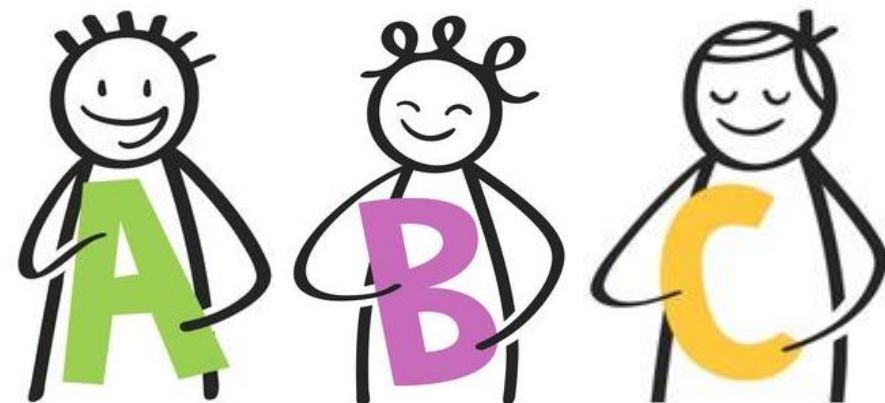
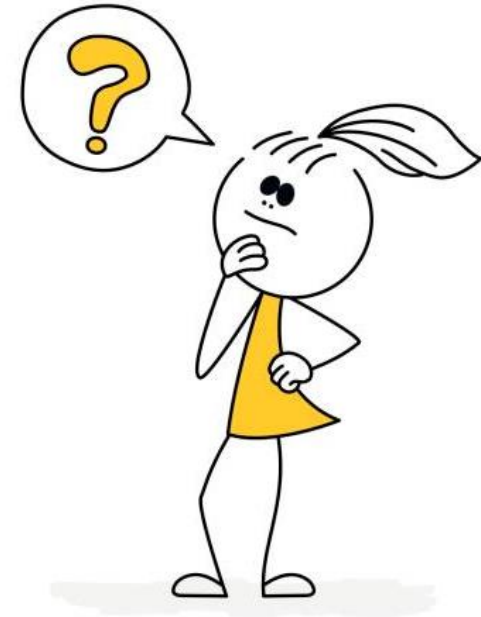
What cultural practice causes offence to others?

How do you avoid being offended?

Is there anything you don't understand about the PUL culture or religion?

Is there anything you don't understand about the CNR culture or religion?

Is there anything you don't understand about the BME culture or religion?



Best memory

Dream job

Favourite place

Biggest talent

Wildcard!

